DOCUMENT RESUME

ED 178 544 SP 015 081

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TITLE Guidelines Toward Implementation of Multicultural Teacher Education.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jun 79
CONTRACT NIE-R-78-0015
NOTE 36p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accreditation (Institutions); *Admission Criteria; *Curriculum Design; Educational Resources; *Faculty Development; Governance; *Multicultural Education; *Program Development; *Program Evaluation; Student Evaluation; Teacher Education; Teacher Educators

ABSTRACT

This document provides a set of guidelines to be used in planning and evaluating multicultural teacher education programs. They are divided into the following six categories: (1) governance of teacher education programs; (2) design and content of curricula for preservice teacher education programs; (3) competence and utilization of faculty; (4) admission and retention of students; (5) resources and facilities for teacher education programs; and (6) evaluation of program and graduates. (JD)

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GUIDELINES TOWARD IMPLEMENTATION OF MULTICULTURAL TEACHER EDUCATION

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This document was prepared for AACTE's Project, Knowledge Interpretation Program: Training Educators to Provide Educational Equity, under Grant #NIE-R-78-0015 from the National Institute of Education.

June 1979

SP015 081

ACKNOWLEDGMENTS

The project staff would like to acknowledge the following individuals and groups who contributed to the development of these Guidelines during the past three years and to the development of other evaluation instruments:

Andrew Griffin, National Education Association
Ricardo Garcia, University of Utah
Patricia Bidol, University of Michigan
Martha Dawson, Virginia State University
H. Prentice Baptiste, Jr., University of Houston
Mira L. Baptiste, Houston Independent School District
Ernest A. Holmes, University of the District of Columbia
Manuel Ramierz, III, University of California at Santa Cruz
Tomas Arciniega, San Diego State University
Richard L. James, University of the District of Columbia
Gwendolyn C. Baker, National Institute of Education
Paul Mohr, Norfolk State College
Dolores Cross, City University of New York
Ann Brannigan, University of Vermont
Bea Medicine, University of Wisconsin
Andrew In, University of Hawaii
Carl Grant, University of Wisconsin
James A. Banks, University of Washington
Sarita Schotta, National Institute of Education
Shirley D. McCune, Council of Chief State School Officers
Martha Matthews, Council of Chief State School Officers
Edell M. Hearn, Tennessee Technological University
Lyn Gubser, NCATE
Yvonne Blanchard, NCATE
Doran Christensen, NCATE
NCATE's Committee on Standards
AACTE's Commission on Multicultural Education

This document was made possible by Grant #NIE-R-78-0015 from the National Institute of Education of the U.S. Department of Health, Education and Welfare. However, points of view, opinions, and guidelines stated do not necessarily represent officially the position or policy of those agencies.

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INTRODUCTION*

Multicultural education emanates from the philosophy of cultural pluralism which not only recognizes the existence of numerous cultural and ethnic groups, but also promotes their egalitarian existence through a fostering of respect for diversity. In addition, it is important to recognize that multicultural education examines those elements common to society.

Multicultural studies should enable the entire U.S. population, from the individual citizen to the largest group, to make decisions about themselves and the social, political, and economic realities they face in culturally diverse local, regional, national, and international affairs. To bring about an understanding of multiculturalism within the various identity levels, teacher education institutions need multicultural programs that incorporate systematic change. Without a process for change, it will be impossible to transform multiculturalism from a classroom concept into a force that will modify the essence of society in the United States.

Multicultural education should not be viewed as a provincial process. Regardless of the clientele, it is absolutely indispensable to a teacher education program. Multiculturalism is not compensatory. It recognizes individual and cultural differences reflected in learning, human relations, motivational incentives, and communicative styles. Teacher education programs that are multicultural will give their clients--via exposure to diverse sociocultural systems, languages, world views, and philosophies of life--greater flexibility in personality and interethnic and international skills.

Designers of multicultural teacher education programs must be cognizant of concepts that describe the relationship, intraactions, or interactions among individuals and groups. These concepts are racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, equality, and stereotypes. Designers also must be aware of various multicultural concepts--ethnic studies, minority studies, bilingualism, women studies, cultural awareness, human relations, value clarification, and urban education.

*The first part of this introduction is excerpted from a paper prepared for a National Institute on Multicultural Teacher Education Standards sponsored by AACTE in December, 1977. The paper was prepared by Patricia Bidol, H. Prentice Baptiste, Jr., Mira L. Baptiste, Ernest A. Holmes, and Manuel Ramierz, III. The paper, "Incorporating a Multicultural Perspective: NCATE's Revised Standards for Curriculum," is available from AACTE.

The full achievement of multicultural education requires that teacher education institutions devise comprehensive plans, which will affect faculty composition and individual and collective faculty commitment to multicultural education. Coordinating and assessing multicultural programs also require long-range, on-going, comprehensive plans.

As an institution restructures its programs to include multicultural education in all its offerings, it should not view its program in isolation from the total education scheme, but should consider the proposed revisions in context with the needs of the:

1. total institution's goals and aspirations;

2. local school systems (also called local education agencies, or LEAs) that the institution serves, including the cultural milieu of the communities served by these LEAs; and

3. goals of related national and local learned societies and professional associations.

In redesigning the teacher education curricula, the following assumptions must be met:

1. The uniqueness of the American culture has been fashioned by the contributions of many diverse cultural groups into an interrelated whole.

2. Cultural diversity and the interaction among different groups strengthen the fiber of American society to ensure each citizen's inherent right to be an individual.

3. The isolation or assimilation of any cultural group changes the structure of the American culture and weakens its basic intent of enhancing the maximum worth of every individual.

4. The education system provides the critical function of molding attitudes and values necessary for the continuation of a democratic society.

5. Teachers must assume a leadership role in creating a dedication to a cultural pluralistic society in people.

6. For teachers to assume roles of leadership, they must be trained in institutions where the environment reflects commitment to multicultural education.

As this permeation of multicultural education occurs, it should be remembered that its ultimate goal is to enable educators to meet the individual learning needs of each student so that the student can progress to his or her fullest capacity. This goal has not been reached in the past because assessment processes were unable to diagnose accurately the capabilities of students from diverse cultural backgrounds. As multicultural education reaches into all levels of U.S. school systems, the diverse assessment procedures, curriculum modes, teaching styles, and resource materials should support the maximum development of all students regardless of their cultural backgrounds. This maximum development includes the full achievement of the learner's cognitive and affective potentials.

Therefore, inclusion of multicultural education throughout teacher education programs ultimately will involve its positive understanding and acceptance by faculty and staff of the institutions and cooperating LEAs. The expected outcomes of multicultural education will be similar for each individual involved--the college professor, the teacher candidate, or the pre-kindergarten pupil--but the depth and scope will vary according to the individual's age, role, culture, and interests. It is essential that the benefits of multicultural education apply equally to all learners regardless of their racial or ethnic backgrounds. Acceptance of multiculturalism is vital to the well-being of all citizens.

ACCREDITATION STANDARDS AND MULTICULTURAL EDUCATION

Beginning in January 1979, teacher education institutions seeking accreditation or reaccreditation from the National Council for Accreditation of Teacher Education (NCATE) have to show evidence of planning for multicultural education. In NCATE's Standards for the Accreditation of Teacher Education, standards are grouped into six categories for both the basic teacher education programs (those for the initial preparation of teachers through the fifth-year level) and advanced programs (post-baccalaureate programs for the advanced preparation of teachers and the preparation of other professional school personnel). These categories are (1) governance, (2) curricula, (3) faculty, (4) students, (5) resources and facilities, and (6) evaluation, program review, and planning.

References to multicultural education are made in each of these categories. However, the major reference to multicultural education is subsumed under the standards for curricula. In both the basic and advanced standards, the following single standard is found under "Design of the Curricula:"

2.1.1 Multicultural Education (and G-2.1.1)

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an on-going assessment process to help insitutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.

As teacher education institutions make an effort to develop, implement, evaluate, and redesign their multicultural education programs to comply with the Standards, they have requested assistance from AACTE and NCATE. Through a NIE-funded project, Knowledge Interpretation Program: Preparing Educators to Provide Educational Equity, AACTE has been able to develop four documents to assist institutions in the process of designing and redesigning multicultural education programs. One of the four, this document provides a set of guidelines to be used in planning and evaluating multicultural teacher education programs. These guidelines go beyond the minimum requirements of the NCATE Standards toward designing exemplary teacher education programs that reflect throughout their policies and programs a commitment to multicultural education and the provision of educational equity.

The other three documents are:

1. Multicultural Education: Preparing Educators to Provide Educational Equity. A collection of nine papers that examine strategies for putting multicultural education into practice in teacher education programs.

2. An Annotated Bibliography of Materials on Educational Equity for Teacher Education. A compilation of resources and reference materials for possible use in preservice, inservice, and graduate classes.

3. Case Studies of Teacher Education Programs for Preparing Educators to Provide Educational Equity. A collection of case studies based on data from site visits to 14 institutions that varied in size, geographical region, and ethnic and racial composition of the student and community populations. The collection presents alternative strategies for implementing multicultural teacher education programs.

ORGANIZATION OF THE GUIDELINES

These Guidelines have been organized using the same categories as NCATE's Standards for the Accreditation of Teacher Education. Some of the categories are broken into more specific subcategories as follows:

1.0 Governance of Teacher Education Programs

2.0 Curricula for Preservice Teacher Education Programs

- 2.1 Design of Curricula
- 2.2 The General Studies Component
- 2.3 The Professional Studies Component
  - 2.3.1 Content for the Teaching Specialty
  - 2.3.2 Humanistic and Behavioral Studies
  - 2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience

3.0 Faculty for Teacher Education Programs

- 3.1 Competence and Utilization of Faculty
- 3.2 Faculty Involvement with Schools
- 3.3 Conditions for Faculty Development
- 3.4 Part-Time Faculty

4.0 Students in Teacher Education Programs

4.1 Admission of Students
4.2 Retention of Students
4.3 Counseling and Advising for Students

5.0 Resources and Facilities for Teacher Education Programs

5.1 Library
5.2 Materials and Instructional Media Center

6.0 Evaluation, Program Review, and Planning

6.1 Evaluation of Graduates
6.2 Use of Evaluation Results to Improve Programs
6.3 Long-Range Planning

Not all of the subcategories used in the NCATE Standards are addressed in these Guidelines. It was inappropriate to address multicultural education in some of those subcategories, such as "Physical Facilities and Other Resources."

These Guidelines are designed as a self-evaluation instrument for teacher education institutions. Although the categories are organized quite similar to the NCATE Standards, these guidelines are not an official document of that agency. We recommend that institutions seeking NCATE accreditation or reaccreditation use these guidelines to evaluate their current commitment to multicultural education as reflected through policies and programs. With this information as a base, institutions then can develop more effectively a plan for integrating multicultural education throughout their programs.

In the material that follows, a guideline is given for each of the six major categories. These guidelines are written as "should" statements directly following the title of the category.

There are two parts to each of the subcategories except for 2.3.1, 2.3.2, 2.3.3, and 2.3.4. Each includes a guideline directly following the title of the subcategory. This guideline is followed by one to fifteen evidence questions that will assist the institution in knowing whether or not it is meeting the guidelines. These questions are simply to allow an institution to evaluate how far it has progressed toward complying with the stated guideline.

Subcategories 2.3.1, 2.3.2, 2.3.3, and 2.3.4 each include evidence questions, but no guideline since the guideline for 2.3, "The Professional Studies Component," applies to these sections as well.

Institutions are encouraged to use these Guidelines to initially evaluate their total teacher education program in terms of their commitment to multicultural education. The book is designed to be used as a working document. Blank spaces have been left between questions so that evaluators can respond in that space.

Although these Guidelines will be especially valuable to institutions seeking NCATE accreditation or reaccredtiation, they can assist any institution that is seriously concerned about integrating multicultural education throughout its teacher education program. The Guidelines also should be helpful to institutions and agencies that provide inservice training for educators because their goals likewise should be to make all of their programs more reflective of our culturally diverse society.

1.0 GOVERNANCE OF TEACHER EDUCATION PROGRAMS

Guideline: All governance policies, procedures, and practices within the teacher education program should reflect a commitment to multicultural teaching and learning.

A. How do the institution's philosophy statements address multicultural education?

B. What policies reflect a commitment to multicultural education?

C. How does the institution determine whether a majority of the unit members have a commitment to the task of educating teachers who will provide instruction in a multicultural society?

D. What person or committee has been designated to develop a plan to systematically design, implement, evaluate, monitor and report on the progress of the integration of multicultural education within the teacher education program?

E. How are persons in decision-making positions involved in the development and implementation of a plan for multicultural education?

F. In what way does the education unit's budget reflect support for multicultural education?

G. How has the education unit systematically investigated their practices and policies to determine where race, ethnic, age, and sex biases and discrimination occur?

H. How are women and minorities represented in faculty leadership positions and on governance committees in proportion to their representation on the faculty?

2.0 CURRICULA FOR PRESERVICE TEACHER EDUCATION PROGRAMS

Guideline: The curricula of the preservice teacher education program should prepare students (1) to teach from a multicultural perspective and (2) to work effectively with all students regardless of their ethnic background, sex, age, socioeconomic level, or exceptionalities.

2.1 Design of Curricula for Multicultural Education

Guideline: Multicultural content and experiences should be integrated throughout the curricula of preservice teacher education programs including both general and professional studies.

A. How is preparation in multicultural education included in the institution's objectives and/or teacher education curricula objectives?

B. What course work and experiences help the preservice teacher develop competencies for teaching about our multicultural society?

C. What course work and experiences help the preservice teacher develop competencies for teaching in a racially or ethnically diverse situation?

D. What course work and experiences help the preservice teacher develop analytical and evaluative skills for understanding the ethnic and socioeconomic factors in a community?

E. What course work and experiences help the preservice teacher understand and confront the following:

(1) Racism?

(2) Sexism?

(3) Exceptionality?

(4) Ageism?

(5) Classism?

F. What opportunities are provided for preservice teachers to have experiences in one or more cultural settings different from the background of the preservice teacher?

G. What opportunities are provided for preservice teachers to study abroad, and to interact with foreign students, visiting foreign scholars and faculty members with international experiences?

H. What provisions are made to relate international cross-cultural experiences to multiculturalism within the United States?

I. What provisions are made to develop skills for value clarification including the study of manifest and latent transmission of values?

J. What provisions are made to examine the dynamics of diverse cultures and the implications for developing teaching strategies?

K. What provisions are made to examine the linguistic variations in diverse learning styles as a basis for the development of appropriate teaching strategies?

L. What process has been developed for anlayzing text books to assure the selection of racially, ethnically, and sexually unbiased resources?

M. What short-range and long-range plans have been developed to strengthen a multicultural dimension in all aspects of the teacher education curriculum?

N. What is the time line for implementing these plans?

2.2 The General Studies Component for Preservice Teacher Education Curriculum

Guideline: The general studies component should provide the opportunity for student to study cultural diversity from both historical and contemporary perspectives including how that diversity has contributed to the development of and been affected by our society.

A. What collaborative communication link to the faculty of general studies has been developed to support the inclusion of multicultural education in general studies?

B. What courses related to multicultural education are offered in the following general studies disciplines:

(1) Anthropology?

(2) Sociology?

(3) Psychology?

(4) History (including ethnic studies)?

(5) Literature?

(6) Other?

C. In what courses are students exposed to knowledge to help them understand diverse life styles, positive attitudes, and unique contributions of various cultural groups?

D. What systematic process has been developed to encourage students to select courses related to multicultural education from the general studies?

2.3 The Professional Studies Component for Preservice Teacher Education Curriculum

Guideline: The professional studies component should include experiences that will allow students to understand cultural diversity and its implications for the development of appropriate teaching strategies.

2.3.1 Content for the Teaching Specialty

A. How has multicultural education been incorporated into courses required for the teaching specialty?

B. What evidence indicates that each teaching specialty area has developed a list of resources that could be used for the incorporation of multicultural concepts in courses?

C. What assistance is being provided to faculty toward the inclusion of multicultural dimensions in their courses?

2.3.2 Humanistic and Behavioral Studies

A. What aspects of multiculturalism are included in the course syllabi for educational sociology, history of education, philosophy of education, educational psychology, and other foundations courses?

B. What aspects of multiculturalism are referred to in text readings for these courses?

C. What evidence indicates that each area in the professional studies component has developed a list of resources that could be used for the incorporation of multicultural concepts in courses?

D. What assistance is being provided to faculty toward the inclusion of multicultural dimensions in their courses?

2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience

A. What provisions are made for preservice teachers to develop skills to design and critically evaluate educational policies, institutional practices, curricula, textbooks, classroom environment, evaluation instruments, and teaching strategies from a multicultural perspective?

B. What provisions are made to assure that each preservice teacher can have experiences in multicultural and/or various monocultural classroom situations through supervised field experiences or simulations?

C. In what course(s) are students taught (1) how to analyze textbooks and resource materials for their ethnic, racial, sex, class, and age biases, and (2) how to develop supplementary materials and/or activities to compensate such biases?

2.3.4 Practicum

A. What opportunities are provided for preservice teachers to teach from a multicultural perspective?

B. In what multicultural classrooms and environments do students serve their practicum?

C. What evidence shows that the schools and supervising teachers used for the practicum are supportive of multicultural education?

D. What opportunities are provided for students to examine and analyze their personal and professional experiences in culturally diverse classrooms during their practicum?

E. What evidence indicates that preservice teachers are able to demonstrate and facilitate positive interethnic relations between students in the school in which the practicum occurs?

3.0 FACULTY FOR TEACHER EDUCATION PROGRAMS

Guideline: The teacher education faculty should reflect the institution's commitment to multicultural education.

3.1 Competence and Utilization of Faculty

Guideline: The teacher education faculty should have competencies in multicultural education, and, when possible, include persons from different cultural backgrounds.

A. What sources are used for locating and advertising faculty openings to minorities and women?

B. What are the policies and procedures for recruiting faculty who have a commitment to multicultural education?

C. How is the faculty's current competence in multicultural education determined?

D. What efforts are being made to increase the competence of faculty in this area?

3.2 Faculty Involvement with Schools

Guideline: Faculty with expertise in aspects of multicultural education should serve as a resource for schools in the area served by the institution.

A. What outreach programs have been developed to assist local schools with change efforts related to racism, sexism, and mainstreaming?

B. How many faculty provide inservice assistance for multicultural education to schools in the area? What aspects of multicultural education are addressed through such inservice programs?

3.3 Conditions for Faculty Development

Guideline: The institution should provide the faculty with opportunities for developing and implementing innovations in multicultural education.

A. What mechanisms are available for faculty to share innovations in multicultural education with other faculty?

B. What incentives encourage faculty to plan, develop and integrate multiculural education into their areas of responsibility?

C. What incentives encourage faculty to conduct research or write in areas related to multicultural education?

D. What research activities in multicultural education are being undertaken by faculty?

E. How many faculty prepare publications or make presentations related to multicultural education? What aspects of multicultural education are addressed through these publications and presentations?

F. What opportunities have been made for faculty development in the following areas and how many faculty were involved as trainers or trainees?

(1) Sex bias, sex discrimination, and related federal legislation?

(2) Race bias, race discrimination, and related federal legislation?

3.4 Part-Time Faculty

Guideline: Part-time faculty should include persons from a variety of cultural backgrounds; however, persons from a variety of cultural backgrounds should be included in all aspects of the teacher education program, not just as part-time faculty members.

A. What are the cultural and educational experiences of part-time faculty?

B. In what way did the criteria for recruitment and selection of part-time faculty include the capability of integrating multicultural education in areas of their specialties?

4.0 STUDENTS IN TEACHER EDUCATION PROGRAMS

Guideline: The teacher education program should be designed to encourage a culturally diverse student body.

4.1 Admission of Students

Guideline: Persons admitted to teacher education programs should have basic skills, understandings, and personal characteristics requisite to teaching effectively in a culturally diverse society.

A. What policies encourage the development of a culturally diverse student body?

B. In what ways do the persons or committee responsible for admissions to teacher education coordinate their efforts with the recruitment office? How does this encourage the development of a culturally diverse student body?

C. What criteria are used to assess the student's potential competencies in multicultural education?

4.2 Retention of Students

Guideline: Retention policies should provide academic support systems for all students who need such a service in order to become successful educators.

A. What provisions are made for study skills remediation and other services commensurate with the needs of students?

B. What is the involvement of the unit in early orientations in counseling for the retention of minority students?

C. What provisions assist faculty and counselors in adjusting to the sociocultural needs of students?

D. What provisions assist students who need financial assistance in order to complete their programs?

4.3 Counseling and Advising for Students

Guideline: Counselors and advisors should be sensitive to the cultural differences of students in order to assist them most effectively.

A. How does the unit ensure that counselors and advisors assigned to minority students are sensitive to their emotional needs, academic needs, and cultural background?

B. What criteria are used to assess counselors and advisors' sensitivity to multicultural concerns?

C. What references have been used to assist counselors and advisors in better understanding the nature of our multicultural society?

5.0 RESOURCES AND FACILITIES FOR TEACHER EDUCATION PROGRAMS

Guideline: The resources and facilities used for the teacher education program should support the development of an understanding of and appreciation for the culturally diverse nature of American society.

5.1 Library

A. What resources in the library allow for an examination of cultural pluralism, multiculturalism, educational equity, ethnicity, racism, sexism, bilingualism, prejudice, and discrimination as separate and/or interrelated topics?

B. What are the acquisition policies for purchasing and displaying multicultural resource materials?

C. What criteria are used for evaluating materials for their racial, ethnic, and sex biases?

D. How does the library quantitatively and qualitatively support the instruction, research, and service needs for multicultural education?

5.2 Materials and Instructional Media Center

Guideline: The teaching-learning materials and instructional media located in the Material and Instructional Media Center should accurately reflect cultural diversity in society.

A. What evidence indicates that this center makes available and accessible to students and faculty teaching and learning materials and instructional media that reflect cultural diversity in the United States?

B. What are the acquisition policies for purchasing and displaying multicultural resource materials?

C. What criteria are used for evaluating and selecting materials that will be racially, ethnically, and sexually unbiased?

D. How does the center quantitatively and qualitatively support the instruction, research, and service needs of multicultural education?

E. WHat resources are available in the center to relate multiculturalism to classroom practices, teaching strategies, and instructional material development?

6.0 EVALUATION, PROGRAM REVIEW, AND PLANNING WITHIN THE TEACHER EDUCATION PROGRAM

Guideline: The teacher education program should contain an on-going, systematic assessment plan for evaluating and improving its multicultural education thrust.

6.1 Evaluation of Graduates

Guideline: The evaluation of graduates by the teacher education program should be concerned with the application of multicultural concepts and skills in the classroom.

A. What multicultural components are included in the systematic evaluation of graduates?

6.2 Use of Evaluation Results to Improve Programs

Guideline: Results of student evaluations of courses and professors and evaluations of graduates should be used to improve the multicultural education thrust.

A. How are the results used to improve multicultural education components of the teacher education program?

6.3 Long-Range Planning

Guideline: The long-range plans for teacher education should include the integration of multicultural education throughout the program.

A. In what way does the long-range plan reflect a commitment to multicultural education?

B. How is a commitment to multicultural education reflected in the goals, objectives, time tables, and budget of the long-range plans?